

**A COMPARATIVE STUDY ON SPEAKING ABILITY BETWEEN  
THE STUDENTS TAUGHT BY USING GROUP WORK  
TECHNIQUE AND THOSE TAUGHT BY USING  
CONVENTIONAL TECHNIQUE AT THE  
FIRST YEAR STUDENTS OF STATE  
SENIOR HIGH SCHOOL 2 DUMAI**



**By**

**MARCELLA BATAVIA**

**NIM. 10714000802**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

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Thesis

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By

**MARCELLA BATAVIA**

**NIM. 10714000802**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
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## ABSTRAK

### **MARCELLA BATAVIA (2011) : A Comparative Study on Speaking Ability Between The Students Taught by using Group Work Technique and Those Taught by using Conventional Technique at the first year students of State Senior High school 2 Dumai**

Teknik Group Work dapat membantu siswa untuk mendapatkan ide-ide atau gagasan-gagasan dan dapat saling mendiskusikan ide-ide mereka untuk meningkatkan kemampuan berbicara bahasa Inggris mereka. Teknik ini memberi kesempatan kepada para siswa untuk berpikir, menjelaskan, dan saling membantu. Berdasarkan penelitian pendahuluan pada siswa kelas satu Sekolah Menengah Negeri Atas 2 Dumai, penulis menemukan bahwa kemampuan berbicara bahasa Inggris siswa masih rendah. Oleh karena itu, penulis tertarik untuk melakukan penelitian ini. Ada dua rumusan masalah dalam penelitian ini, yaitu:

- a. Bagaimana penggunaan teknik Group Work terhadap peningkatan kemampuan berbicara siswa?
- b. Apakah ada efek yang signifikan dari penerapan teknik Group Work?

Subjek penelitian ini adalah guru dan siswa kelas satu Sekolah Menengah Atas Negeri 2 Dumai pada tahun ajaran 2010/2011. Objek penelitian ini adalah penggunaan teknik Group Work terhadap peningkatan kemampuan berbicara siswa dan efek dari penerapan teknik Group Work. Teknik pengumpulan data yang digunakan pada penelitian ini adalah tes lisan.

Ada dua variabel dalam penelitian ini: variabel X adalah teknik Group Work, dan variabel Y adalah kemampuan berbicara siswa. Data dalam penelitian ini dianalisis menggunakan program komputer SPSS dengan rumus Causal comparative.

Berdasarkan observasi, diperoleh bahwa hasil observasi dari penggunaan teknik Group Work adalah 100% dari indikator telah dilaksanakan oleh peneliti. Hasil observasi ini dalam kategori sangat baik. Kemudian berdasarkan analisis data, jumlah total nilai post-test pada kelas eksperimen adalah 1720 dan nilai rata-ratanya adalah 66.15. Sedangkan jumlah total post-test pada kelas kontrol adalah 1446 dan nilai rata-ratanya adalah 55.61. Dengan demikian, nilai berbicara siswa pada kelas eksperimen lebih tinggi daripada nilai berbicara siswa pada kelas kontrol.

Setelah menganalisis data dengan menggunakan program komputer SPSS, telah diperoleh bahwa  $t_{\text{observation}}$  adalah 5.698 yang nilainya lebih besar dari  $t_{\text{table}}$  pada taraf signifikan 5% (2.01) dan 1% (2.68). Hal ini berarti bahwa  $H_0$  ditolak, sedangkan  $H_a$  diterima. Dengan demikian, ada efek yang signifikan dari penerapan teknik Group Work untuk meningkatkan kemampuan berbicara siswa pada siswa kelas satu Sekolah Menengah Atas Negeri 2 Dumai.



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## CHAPTER I

### INTRODUCTION

#### A. Background of The Problem

Speaking is to be learned and mastered by individual in order to have a good communication. Good communications are needed in every education level, in study at Elementary school, Junior High school, Senior High School, College or University, and in any career based on such studies. Based on the research, after more than fifteen years at school, many students entering Senior High School are unable to express their thoughts clearly and effectively in their own language. They need to develop their ability to converse, to discuss, and to speak in front of the class.<sup>1</sup>

In State Senior High School 2 Dumai, students learn English as general subject. Based on the syllabus that used by English Teacher in SMAN 2 Dumai, the students have been taught a material of speaking, the students should be able to response the meaning in transactional and interpersonal, in formal or non formal situation accurately, and expressing feeling in front of the class. Referring to Brown and Yule in Jack C. Richards,<sup>2</sup>

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<sup>1</sup> Barras, Robert. *Speaking for yourself*. [Electronic Version]. (New York: Routledge: Taylor and Francis Group, 2001). Retrieve on Februari 10<sup>th</sup> 2011 from [www. Library NU.com](http://www.LibraryNU.com), p.1

<sup>2</sup> C. Richards, Jack. *The Language Teaching Matrix*. [Electronic Version]. ( United Kingdom ; Cambridge Univ. Press, 1990 ). Retrieve on Februari 10<sup>th</sup> 2011 from [www.Library NU.com](http://www.LibraryNU.com), pp. 54-55

Language used in the interactional mode is listener oriented.

Transactional uses of language are those in which language is being used primarily for communicating information. They are “message oriented” rather than “listener oriented”. Accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Explicitness and directness of meaning is essential, in comparison with the vagueness of interactional language...Examples of language being used primarily for a transactional purpose include new broadcasts, lectures, descriptions and instructions.

Many techniques and strategies as well as speaking activities applied to the students are to help them to speak English well like snowball throwing, purposed to improve their speaking ability. But, what is expected is contrary to the reality. Most of the students still poor in speaking. They still have some difficulties in speaking English. They tend to use Indonesian when they are studying English. They prefer choosing silent act to speaking English when they are learning English. In addition, preliminary research done by the writer to the first year students of State Senior High school 2 Dumai showed unsatisfied result that most of the first year students of State Senior High school 2 Dumai were still problematic in their speaking. The speaking problems experienced by the students can be itemized into the following symptoms:

1. Some of the students have difficulty expressing their ideas spontaneously.
  2. Only few of the students are active to communicate in English.
  3. Some of the students still lack vocabulary.
  4. Some of the students are still difficult to comprehend the topics in speaking.
-



5. Some of the students are not able to practice expressing attitude about something, expressing love, sadness, embarrassment, anger, and annoyance.

Actually, there is one way to convinced as a solution of the students' speaking problem, called Group work technique. This technique is able to develop students' speaking ability. Nunan (1999: 84) explained that learners working in small group and pairs become skilled at co-operating with others and express /their own opinions, ideas, and feeling guided by the teacher.

Based on the problems above, the writer is interested in conducting a research entitled: **“A Comparative Study on Speaking Ability between The Students taught by Group Work Technique and Those Students Taught by Conventional Technique at The First Year Students of State Senior High School 2 Dumai.”**

## **B. Reasons for Choosing the Title**

1. This title is relevant to the writer as a student of English education department.
2. This research can be conducted because the topic and the place of research are favorable for the writer.
3. As far as the writer knows, this topic has never been researched yet.

## **C. Problem**

### **1. The Identification of the Problem**

Based on the explanation above, the writer identifies the problem as follows:

- a. Why some of the students have difficulty to express their idea spontaneously?
- b. Why are only few of the students active to communicate in English?
- c. What causes the students still lack vocabulary?
- d. What factors make the students difficult to comprehend the topics in speaking?
- e. Why are not some of the students able to practice expressing attitude about something, expressing love, sadness, embarrassment, anger, and annoyance?

### **2. The Limitation of the Problem.**

Because of consideration of fund and limited time, this research only focuses on A Comparative Study on Speaking Ability between The Students taught by Group Work Technique and Those Students Taught by Conventional Technique at The First Year Students of State Senior High School 2 Dumai in accordance with the title.

### **3. The Formulation of the Problem**

- a. How is the student speaking ability who are taught by Group Work technique?
- b. How is the student speaking ability who are not taught by Group Work technique?
- c. Is there any significant difference of speaking ability between students who are taught by Group Work technique and those who are not taught by group work technique?

### **D. Objective and Significance of The Problem**

#### **1. The Objective of the Research**

Based on the formulation of problem previously, there is three objective that will be reached in this study:

1. To find out speaking ability of the students who are taught by using Group Work technique.
2. To find out speaking ability of the students who are taught by using Group Work technique.
3. To obtain whether is there any significant difference of speaking ability between students who are taught by Group Work technique and those who are taught by Group Work technique.

## **2. Significance of the Problem**

Besides the specific objective above, this research is also directed to provide a scientific investigation on Comparative Study on Speaking Ability between The Students taught by Group Work Technique and Those Students Taught by Conventional Technique at The First Year Students of State Senior High School 2 Dumai. The research findings are expected to provide both theoretical and practical benefits for teacher of English at State Senior High School 2 Dumai.

## **E. The Definition of The Term**

To avoid miss understanding and miss interpretation of this research, the definition of term is importantly viewed to give clarification.

### **1. Definition of Comparison**

Comparison; in this research, comparison means to know the comparison between The Effect of Group Work Strategy and conventional technique in improving speaking ability at the first year students of Senior High School 2 Dumai.

### **2. Definition of Group Work**

Group Work strategy meant in this research is a technique used by the researcher to develop the first year students' speaking ability at State Senior High School 2 Dumai.

### **3. Speaking Ability**

Speaking ability meant in this research is the ability of the first year students in speaking English at the first year students of State Senior High School 2 Dumai.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Speaking

Various definitions of speaking have been given by many theorists. According to Longman, speaking is defined as to be able to talk in a particular language.<sup>1</sup> According to Oxford, speaking is defined as to be able to use a language.<sup>2</sup> Bygate as quoted by David Nunan defines that speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom, and about what.<sup>3</sup> Then according to Hornby, ability is defined as the fact somebody or something is able to do something and a level skill or intelligence.<sup>4</sup> Speaking ability is considered as the measure of knowing a language.<sup>5</sup> In conclusion, speaking ability is the ability of the person to express his idea, feeling, or something in his mind to others. Someone has to master the rules of speaking.

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<sup>1</sup>Longman, **Longman Active Study Dictionary**, London: Pearson Education, 1998, p. 497.

<sup>2</sup> Oxford Dictionary, New York: Oxford University Press, 2000, p. 414.

<sup>3</sup> David Nunan, **Language Teaching Methodology: A Text Book for Teachers**, New York: Prentice Hall, 1991, p. 40.

<sup>4</sup> A S. Hornby, **Oxford Advanced Learner's Dictionary of Current English, Seventh Edition**, New York: Oxford University Press, 2005, p. 1516.

<sup>5</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, **Teaching English as a Foreign Language (TEFL)**, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 101.

When one who has mastered the rules of speaking, he will not have any difficulties to express his or her ideas, thought, and feeling. It can be practiced in his or her daily questions, making conversation with friends, and conveying English speech in front of the class.

There are some components of speaking according to Haris (1969 as quoted by Pramita 2008: 18) that should be known:

#### 1) Fluency

Speaking is an activity of reproducing words orally. It means that there is a process of exchanging ideas between a speaker and listener. Therefore, it is important to have fluency as having the capability of other components of speaking. In Longman dictionary (1992:141), that fluency is the feature which gives speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions.

#### 2) Grammar

Grammar is needed for students to arrange a correct sentence in conversation. The speaking will be good if the speaker speaks grammatically or accurately. Richards, et al (1992:161) define that grammar is the structure of language which word and phrases are combined in producing sentence.

#### 3) Vocabulary

Many students still confuse in speaking because of the lack of the vocabulary. The students need to have plenty of vocabularies. People cannot communicative effectively or express their ideas both oral and written form if they

do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. Richards, et al (1992:400) define that vocabulary is a set of lexemes, including single words, compound words and idioms. Furthermore, Manser (1991:461) defines that vocabulary is total number of words in a language.

#### 1) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

Richards, et al (1992:296) define that pronunciation is the way a certain sound or sounds are produced. It means that pronunciation also needed in speaking in order to differentiate the sounds which are produced.

#### 2) Comprehension

In brief, speaking requires that person not only know how to produce specific points of language includes grammar, pronunciation, vocabulary and fluency, but also understand when, why, and in what ways to produce language.

To measure those components theoretically, we must have typical scale in which each component has a set of qualities (level) to be rated, Haris (1969 as quoted by Ayu 2009: 21) described the rating as follows:



Table II. 1.  
The Category Level of Speaking Ability

Proficiency	Level 5	Level 4	Level 3	Level 2	Level 1
Fluency	5	4	3	2	1
Grammar	5	4	3	2	1
Vocabulary	5	4	3	2	1
Pronunciation	5	4	3	2	1
Comprehension	5	4	3	2	1

### 1. Fluency

5= speech as fluently and effortless as a native speaker

4= speed of speech seem to be slightly because of language problem

3=speed and fluently as rather strongly because language problem

2=usually hesitant, often be silence

1=speech is halting and fragmentary as to make speech virtually.

### 2. Grammar

5= making any errors in grammar or word order

4= making few errors in grammatical. However, obscure meaning

3= making frequent errors in grammar that occasionally obscure meaning

2= grammar is difficult to be comprehended.

1= errors in grammar and unintelligible

### 3. Vocabulary

5= using vocabularies virtually that of a native speaker

4= sometimes uses inappropriate term and must rephrase ideas

3= frequently uses the wrong words

2= misuses of words and difficult to be comprehended

1=vocabulary limitations and use Indonesian words

#### 4. Pronunciation

5= has few traces of foreign accent

4= always intelligible

3= pronunciation problem and occasionally lead to misunderstanding

2= very hard to understanding. Must frequently be asked to repeat

1= pronunciation problem and unintelligible

#### 5. Comprehension

5= complexity and clarity ideas

4= has few inappropriate clarity ideas

3= content is rather difficult to be comprehended.

2= content is very difficult to be comprehended.

1= content can not be comprehended.

Table II.2

#### The Specification of the Test

No	Speaking Component	High Score
1	Fluency	20
2	Grammar	20
3	Vocabulary	20

4	Pronunciation	20
5	Comprehension	20
Total		100

Table II.3

The Classification of Speaking Ability

No	Level	Percentage	Category
1	Level 5	81-100	Excellent
2	Level 4	61-80	Very Good
3	Level 3	41-60	Good
4	Level 2	21-41	Fair
5	Level 1	0-21	Bad

Table II.4

Category Level and Score of Speaking

Category Level	Score
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

## **B. The role of Group Work technique to improve student's speaking ability**

The difficulties experienced by most of the learners in speaking have been a curious and hard duty for speaking teachers to find the appropriate techniques in applying various techniques of teaching speaking. They frequently suppose that the failure of teaching speaking will be a consideration or good lesson to find and to develop more techniques purposed to improve students' speaking ability. Of course, all purposes of teaching speaking are inseparable with the goal that will be achieved in teaching speaking.

There are still many learners who lose their moments while they are speaking. They difficult to express their ideas spontaneously. Inability of expressing their ideas has emerged the reluctance and finally made them lazy to speak. Keeping silent in each speaking terms has indicated the worse condition that will burden the learners in speaking forever. This condition will be a question that should be answered by the speaking instructors as well as asking their qualification in teaching speaking. Basically, Instructor or teacher can help students develop speaking ability by verifying and trying new techniques of the teaching of speaking. One of the techniques that can be applied to teach speaking is Group Work techniques.

Group Work activity is also discussed in the activity of learning such as cooperative learning and collaborative learning. The terms 'co-operative learning' and 'collaborative learning' are often used interchangeably, but according to

some, there are major differences between the two (Bruffee 1995; Panitz 1997; Roschelle and Teasley 1995).

Bruffee (1995) proposed that co-operative learning is more appropriate for use with elementary schoolchildren while collaborative learning is better suited for adults including college and university students. With cooperative learning, it is assumed that elementary schoolchildren do not have the social skills required to work effectively together (Matthews *et al.* 1995). In collaborative learning, it is assumed that the students already have the necessary social skills and the motivation to reach their joint learning goals (Matthews *et al.* 1995).<sup>6</sup>

Moreover, in collaborative learning environments students should be responsible for the governance and evaluation of their group. For example, Bruffee (1993) stated that use of collaborative learning activities involves a re-acculturation process for the teacher and the students. This occurs because collaborative learning experiences allow delegation of decision-making to the students whereas it has been traditionally placed with the teacher. Proponents of collaborative learning advocate a more democratic process, giving students more power than in traditional instruction (Pradl 1991).

According to Slavin, 1995; Johnson & Johnson, 1999; Nastasi & Clements, 1991, Group work particularly cooperative group work is a powerful

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<sup>6</sup> Robyn M. Gillies & Adrian F. Ashman. *Cooperative Learning; The Social & Intellectual Outcomes of Learning in Groups*. [Electronic Version]. ( New York; Routledge Farmer taylor & francis Group, 2003 ). Retrieve on Februari 10<sup>th</sup> 2011 from [www.LibraryNU.com](http://www.LibraryNU.com), p.71

instructional activity. Indeed, research indicates that cooperative learning groups have a positive impact on student achievement, interpersonal relationships, and attitudes about learning (see). These positive benefits are usually attributed to students' increased interaction with the content and with each other. For cooperative learning to produce these positive results, it must be set up well via the implementation of relevant rules and procedures.<sup>7</sup> Rules and procedures pertaining to group work at the secondary level commonly address the following areas:

- Movement in and out of the group
- Group leadership and roles in the group
- The relationship of the group to the rest of the class or other groups in the class
- Group communication with the teacher (see Emmer et al., 2003; Doyle, 1986; Brophy, 1996; Good & Brophy, 2003)

Referring to Chamot et al in Chamot, Barnhardt, Pamela Beard El dinary, and Jill Robin books,

Working in small groups, increases students' involvement in the discussion. Students are also likely to be more open with classmates in small groups than in a large discussion led by teacher. Students of all ages are willing to talk to their peers about strategies and often are willing to try a strategy suggested by a peer.

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<sup>7</sup> Robert J. Marzano. *Classroom Management That Works; Research – Based Strategies for Every Teachers*. [Electronic Version]. (USA ; Association for Supervision and Curriculum Development., 2003). Retrieve on Februari 10<sup>th</sup> 2011 from [www.LibraryNU.com](http://www.LibraryNU.com), p. 23

According to Martin & Pear in Jon Bailey & Mary Burch books, he say:

As a behavior analyst, you are probably familiar with this technique. Just as you can address a fear of heights by starting out by climbing up one flight of stairs, you can work on your public speaking with relaxation training. You would envision yourself giving a talk with a small group of friends, then relaxing, imagining another person in a group, relaxing again, and so on, gradually adding people (Martin & Pear, 2006)

## **1 The Advantages of Group Work Technique**

Based on Jeremy Harmer's book, there are several advantages of Group Work as explained below:

- a. Group Work increases the amount of talking for individual students.
- b. Personal relationships in Group Work are usually less problematic; there is also a greater chance of different opinions and varied contributions.
- c. Group Work encourages broader skills of cooperation and negotiation and yet is more private than work in front of the whole class.
- d. Group Work promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by teacher.
- e. Students can choose their level of participation more ready.

## **2 Preparing Group Work**

According to Jeremy Harmer books<sup>8</sup>, the procedures of Group work are:

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<sup>8</sup> Jeremy Harmer. *The practice of English Language Teaching*. ( Malaysia ; CPM Cambridge, 2001 ) p. 123-124

Before:

When we want students to work together in groups, we will follow the engage- instruct- initiate sequence. This is because students need to feel enthusiastic about what they are going to do. They need to understand what they are going to do, and they need to be given an idea of when they will have finished the task they are going to get involved in.

The success of Group Work task is often helped by giving students a time when the activity should finish and then sticking to it. We can encourage groups to see who finishes first.

The important thing about instructions is that the students should understand and agree on what the task is. To check that they do we may ask them to repeat the instructions, or in monolingual classes, to translate them into the first language.

During:

While students are working in groups, we have a number of options. We could for instance, stand at the front or the side of the class (or at the back or anywhere else in the room) and keep an eye on what is happening noting who appears to be stuck or disengaged, or about finish. In this position, we can “ tune in “ to a particular group from some distance away. Then, we can decide whether to go over and help that group.



When students are working in groups, we have an ideal opportunity to work with individual students whom we feel would benefit from our attention. We also have a great chance to act as observer, picking up information about students' progress and seeing if we will have to troubleshoot.

After:

When groups stop working together we need to organize feedback. We want to let them discuss what occurred during the group work session, and where necessary, add our own assessments and make corrections.

Where students have produced a piece of work, we can give them a chance to demonstrate this to other students in the class. They can stick written material on notice boards; they can read out dialogues they have written or play audio or videotapes they have made.

Finally, it is vital to remember that constructive feedback on the content of students work can greatly enhance students' future motivation. The feedback we give on language mistakes is only one part of that process.

In Penny Ur books,<sup>9</sup> also there are some guidelines on organizing Group Work, they are:

a. Presentation

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<sup>9</sup> Penny Ur. *A Course in Language Teaching*. ( United Kingdom ; Univ. Press Cambridge, 2003 ) p. 234

First, learners in a class divided into five groups that get five times as many opportunities to talk as in full class organization. Select task that are simple enough to describe easily; and in monolingual classes you may find it cost-effective to explain some or all in the student's mother tongue. Finally, before giving the sign to start tell the class what the arrangements are for stopping: if there is a time limit, or a set signal for stopping, say what it is; if the groups simply stop when they have finished, then tell them what they will have to do next. It is wise to have a "reserve" task planned to occupy members of groups who finish earlier than expected.

## 2. Process

The teacher job during the activity is to go from group to group, monitor, and either contribute or keep out of the way- whichever is likely to be more helpful. If you do decide to intervene, your contribution may take the form of:

- Providing general approval and support;
- Helping students who are having difficulty;
- Keeping the students using the target language ( in many cases your mere presence will ensure this!);
- Tactfully regulating participation in a discussion where you find some students are over- dominant and others silent.

## 3. Ending

If you have set a time limit, then this will help you draw the activity to close at a certain point. In principle, try to finish the activity while the students are still enjoying it and interest, or only just beginning to flag.

#### 4. Feedback

A feedback session usually takes place in the context of full class interaction after the end of the Group Work. Feedback on the task may take many forms: giving the right solution, if there is one; listening to and evaluating suggestions; pooling ideas on the board; displaying materials the groups have produced; and soon. The teacher main objective here is to express appreciation of the effort that has been invested and its results. Feedback on language may be integrated into this discussion of the task, or provide the focus of a separate class session later.

##### **A. The Relevant Research**

According to Syafi'i<sup>10</sup>, relevant research is required to observed some previous researchers conducted by other researcher in which they are relevant to our research itself. Besides, we have to analyze what the point that was focused on, inform the design, finding and concluding of the previous research, that of:

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<sup>10</sup> M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, Pekanbaru: 2007). p. 122

**Verra** (2009), the title of this research is “the effect of group work activities toward the students’ speaking ability at the second year of MTS Al-Muttaqin Pekanbaru.

She conducted an experimental research to second year of MTs Al Muttaqin Pekanbaru. Data were collected from oral pre test and post test to control and experimental class. The result showed that each of the group work activities has significant positive effect on students speaking ability proved with the improve of student’s speaking creativity in experimental class compared with the control class. Further more, this technique was able to stimulate and encourage the students to develop their ideas in speaking. The similarity found by the researcher in this research is the same strategy used in teaching students.

## **B. The Operational Concept**

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research which focus on “A Comparative Study on Speaking Ability between Group Work Technique and Conventional Technique at The First Year Students of State Senior High School 2 Dumai.”

. Therefore, in analyzing the problem in this research, there are two variables will be used. The first is Group Work Technique, and the second is students’ speaking ability. Group Work Technique is an independent variable and students’ speaking ability is a dependent variable.

A variation on audiolingualism in British, based teaching and elsewhere is the procedure must often referred to as PPP which stands for Presentation, Practice, and Production.

1. Presentation

In Presentation, the teacher introduces a situation which contextualises the language to be taught. The Language, too, is then presented.

2. Practice

The students now practice the language using accurate reproduction techniques such as choral repetition, where the students repeat a word, phrase, or, sentence at the teacher's urging and cue- response drills ( where the teacher gives a cue such as cinema nominates a student by name, or by looking or pointing and the students makes the desired response, e.g. would you like to come to the cinema?). These have similarities with the classic kind of audio lingual drill we saw above, but because they are contextualized by the situation that has been presented, they carry more meaning than a simple substitution drill.

3. Production

The end point of PPP is production, which some trainers have called "Immediate Creativity". The students using the new language, make sentences of their own, and this is referred to as production.

### **1. Indicators of the implementation of Group Work Technique :**

1. The teacher gave the interesting topics taken from their text book, and also based on their syllabus.

2. The teacher divided the students into group that consist of five members.
3. The teacher asked each group to discuss and speak out the topic given among them.
4. The teacher asked each group to present about what result they get from their Group Work in the front of the class.
5. The teacher finally evaluated the students' speaking ability after given treatment of group work technique at the end of the research based on speaking aspects assessment.

## **II. Indicators of the implementation of Conventional Technique:**

### **a. Pre-teaching**

1. The teacher explains the materials based on the topic given.
2. The teacher demonstrates the topic and tries to make the students understand.

### **b. Whilst-teaching**

1. The teacher gives questions or an issue.
2. The teacher asks the students to use time about a minute to think the answer of the issue by themselves.
3. The teacher asks each students to learn about what they think.
4. The teacher asks each students to share their ideas to the whole of the class.

### **c. Post-teaching**

1. Asking students' difficulties during the lesson
2. Concluding the material studied

Evaluation

## **2. The indicators of speaking ability**

- a. The students are able to practice expressing feeling about something.
- b. The students are able to express the meaning of monolog text accurately and fluently in text.
- c. The students are able to comprehend the conversation done by others.
- d. The students are able to practice their speaking in daily questions, conversation with friends, or even speech in front of the class.

## **D. The Assumption and Hypotheses**

### **1. The Assumptions**

In this research, the researcher assumes that (1) the students in experimental class and control class has different result. (2) Experimental class and control class get different treatment.

### **2. Hypotheses of this research are:**

$H_0$ : There is no significant difference of speaking ability between students who are taught by Group Work Technique and those who are not taught by Group Work Technique.

$H_a$ : There is a significant difference of speaking ability between students who are taught by Group Work Technique and those who are not taught by Group Work Technique.





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Methodology**

The research is designed systematically in order to analyze the data of the respondents of the research on their students' speaking ability. The type of this research is causal- comparative research. According to Gay, causal comparative research, the researcher attempts to determine the cause, or reason, for preexisting differences in groups of individuals<sup>1</sup>. In conducting this research, two classes at the first year students of SMAN 2 Dumai were involved. The students were administrated by giving pretest at the begining to know their abilities in speaking ability. At the midle, they were be given the different treatement. At the end, they were given posttest. In brief, the research was designed by the following table.

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<sup>1</sup> L.R Gay and Peter Airasian, *Educational Research*. (New Jersey: 2000) p. 349

**Table III.1**

**Research Design**

<b>Class</b>	<b>Sampling</b>	<b>N</b>	<b>Treatment</b>	<b>Post test</b>
Experiment	Cluster	30	Group Work Technique	Narrative Text
Control	Cluster	30	Conventional technique	Narrative Text

**B. Time and Location of the Research**

This research was conducted at State Senior High school 2 Dumai. The length of teaching activities was eight times of meeting 2011 on June until July 2011.

**C. The Subject and Object of the Research**

The subject of this research was the first year students of State senior High school 2 Dumai, while the object of this research was the students' speaking ability through Group Work Technique at the first year students of State Senior High School 2 Dumai.

#### **D. The Subject of the Research**

The subjects of this research are the teacher (it was the writer) and the first year students of State Senior High School 2 Dumai in 2010-2011 academic year

#### **E. The Population and Sample of the Research**

**Table III.2**

**The Population and Sample of the Research**

No	Class	Population	Sample
1	X4	30	Experiment class
2	X2	30	Control class
Total		60	60

*Source: (Document of State Senior High School 2 Dumai Academic Year 2010/2011)*

From the table above, it is seen that the total of population was 180. In addition, in taking sample of the population the researcher used cluster-sampling technique. The researcher took only two classes from six classes as sample of the research. Furthermore, the sample of this research was 30 students. The sample was divided into two groups. The first group was experimental class, it consisted of 30 students and the other one was control class that consisted of 30 students.

#### **F. The Technique of Collecting Data**

In this research, the researcher use test as instrument to collect data. The test is used to find out the students' ability in speaking ability. The data of this

research are the score of the students' speaking ability obtained by using test. The test will be done twice, the first is pre-test given before treatment and the second is post test given after treatment intended to obtain students' ability in speaking at the first year of State Senior High School 2 Dumai.

To obtain data from the samples of this research, the researcher used a technique. It is:

### **1. Classroom Observation**

In this research, the writer use observer. Here, the observer is English teacher at the school. The observer gives checklist one by one on the procedure of the Group Work technique. The writer observed the students who are taught by Group Work Technique and who are not taught by Group work technique. The research will be done for two months, started on June until July 2011. The length of teaching activities was eight times of meeting 2011.

### **2. Test**

The test consisted of pre- test and post- test given to measure the students' speaking ability of both control and experimental classes. The pre- test was administered for both classes before the treatment or implementation of group work technique for experimental class. At the last, the post- test was given for both experimental and control class that the experimental class had already been treated with group work technique.

## **G. The Procedure of the Research**

In conducting this experimental research, the writer carried out some research procedures of both two groups; experimental and control group. The research was carried out for eight meetings. These research procedures are as follows:

### **1. Conducting Pre-test**

The pre-test was carried out to know the early background of students' speaking ability to both experimental and control group. The test consisted of some topics adopted from students' text book; it is Look Ahead book as an English series for Senior High School students, and developed in accordance with school-based curriculum.

### **2. Conducting Treatment**

The treatment was conducted for the experimental group only. The treatment was given based on the Group Work technique procedures. The treatment given is as follows:

1. The teacher gave the interesting topics taken from their text book, and also based on their syllabus.
2. The teacher divided the students into group that consist of five members.
3. The teacher asked each group to discuss and speak out the topic given among them.
4. The teacher asked each group to present about what result they get from their Group Work in the front of the class.

5. The teacher finally evaluated the students' speaking ability after given treatment of group work technique at the end of the research based on speaking aspects assessment.

6. Conducting Post-test

After conducting the treatment for eight meetings, the writer gave the post-test to both experimental and control group. The post-test was conducted in order to know the development of students' speaking ability after practicing Group Work technique. The post-test given was the similar model to the pre-test in order to know students' speaking ability.

## **H. The Validity and the Reliability of the Test**

### **1. The Validity of the Test**

According to Gay,<sup>2</sup> validity is the appropriateness of the interpretations made from the tests score. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function.

Content Validity is used to compare content of the test to the domain being measured. Gay also states that there is no formula used in this kind of validity and there is no way how to express it quantitatively.<sup>3</sup> Content validity just focused on how well the items represent the intended area. In addition, Hadari Nawawi states

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<sup>2</sup> L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*. 6<sup>th</sup> Ed. United State of America: Prentice-Hall Inc, 2000, p. 161

<sup>3</sup> *Ibid.*, p. 164

that this kind of validity is also said as a curricular validity.<sup>4</sup> It means that the content of the curriculum of a course that must be mastered by the students becomes the standard in determining the validity. To determine the validity using such a validity is by referring to the material given to the students based on the curriculum.

Based on the explanation above, the writer used the content validity to measure whether the test was valid or not in this research. In other words, the tests given to the students were based on the material that they have learned.

## **2. The Reliability of the Test**

According to Gay,<sup>5</sup> reliability is the degree to which the test consistently measures whatever it is measuring. Furthermore he says that to know the reliability of the test such as essay tests, short-answer tests, performance and product tests, and projective test, we are concerned with interjudge or intrajudge reliability. The interjudge reliability is also said as interscorer, interrater, or interobserver reliability.

In this research, the writer used interjudge (interrater) reliability. It means that the score of the test was evaluated by more than one people. In this research, the students' speaking scores were evaluated by two raters.

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<sup>4</sup> Hadari Nawawi and M. Martini Hadari, *Instrumen Penelitian Bidang sosial*, Pontianak: Gajah Mada University Press. 2006. p.181-182.

<sup>5</sup>L. R Gay and Peter Airasian, *Opcit.*, p. 175.

## **I. The Technique of Analyzing Data**

The technique of collecting data in this research was test. The data were analyzed by SPSS 16.

In analyzing the data, the writer used scores of the pre-test and post test of the experimental and control group. These scores were analyzed by using statistical analysis. The different mean was analyzed by using independent sample T-test SPSS.

The following formula was T-table. It was employed to see a significant different between the mean score of both experimental and control class. The T-obtained value was consulted with the value of t-Table as degree of freedom.

Statistically hypothesis:

$$H_0 = t_0 < t_{table}$$

$$H_a = t_a < t_{table}$$

Criteria of hypothesis:

1.  $H_0$  is an accepted if  $t_0 < t_{table}$ . It can be said that there is no significant difference in speaking ability between the students taught by using technique.
2.  $H_a$  is accepted if  $t_a < t_{table}$ . It can be said that there is significant difference in speaking ability between the students taught by using technique.





## **CHAPTER IV**

### **PRESENTATION OF DATA ANALYSIS**

#### **A. The description of Research Instruments**

In the data presentation, the writer used two instruments. The first is observation and the second is oral presentation test. To gain the data about how the implementation of Group Work Technique to improve students' speaking ability, the writer used the observation. On the other hand, to gain the data of the effect of Group Work technique to improve students' speaking ability at the first year students of State Senior High School 2 Dumai, the writer used the oral presentation test (pre-oral presentation test and post- oral presentation test).

The writer presents the result of observation towards the teacher (it was the writer) who taught in the class X. In this class, the writer did eight times observations. In this observation format, the writer used two alternative answers; "Yes" indicates that the activities were implemented and "No" indicates that the activities were not implemented.

#### **B. The Data Presentation**

##### **1. The Data from the Classroom Observation**

In this research, the writer used the classroom observation of the use of Group Work technique in teaching process. The observation was done by other person. In this case, the observer is the teacher of English in this school. The observation was conducted for eight meetings. The observation was only given to the experimental class to know the implementation of Group Work technique to

improve students' speaking ability at the first year students of State Senior High School 2 Dumai. The writer presents the result in the following tables:

**Table IV.1**  
**The Recapitulation of Observation Result**

No	The Indicators of the Use of Group Work Strategy	Categories	
		YES	NO
1	The teacher gave the interesting topics taken from their text book, and also based on their syllabus	8	0
2	The teacher divided the students into group that consist of five members	8	0
3	The teacher asked each group to discuss and speak out the topic given among them.	8	0
4	The teacher asked each group to present about what result they get from their Group Work in the front of the class	8	0
5	The teacher finally evaluated the students' speaking ability after given treatment of group work technique at the end of the research based on speaking aspects assessment.	8	0
<b>TOTAL</b>		40	0
<b>PERCENTAGE</b>		100 %	0 %

The table above shows that the result of observation of the use of Group Work technique in the classroom that indicates the answer “YES” is 40 and for the answer “NO” is 0. It means that 100 % of the aspects above were done by the writer and 0% of the aspects above were not done. The explanations are as follows:

- a) The teacher gave the interesting topics taken from their text book, and also based on their syllabus (100%)
- b) The teacher divided the students into group that consist of five members (100%)
- c) The teacher asked each group to discuss and speak out the topic given among them (100%)
- d) The teacher asked each group to present about what result they get from their Group Work in the front of the class (100%)
- e) The teacher finally evaluated the students’ speaking ability after given treatment of group work technique at the end of the research based on speaking aspects assessment (100 %)

## **2. The Data from the Test (Oral Presentation)**

The data of this research were gotten from the score of students’ pre test and post-test. All of data were collected trough the following procedures:

1. In Both classes (experimental and control group), students were asked to tell the topic which they had seen from the topic.

2. Students' speaking ability was recorded by sound recorder.
3. The score of students' speaking ability was determined by the raters; the first rater was Mr. Yasir Amri, M.Pd and the second rater was Mrs. Kurnia Budiyantri, M.Pd. Each score was gotten from the score given by the first rater and the second rater. The total scores were divided into two. For example: Student 1: the rater 1 gave score 48 and rater 2 gave 42. The total is  $90:2=45$  So the score of student 1 is 45.

**a. Control Class**

**Table IV.1**

**Students' Pretest and Posttest Scores of Speaking Ability**

**Test in Control Class**

Students	Speaking Ability scores	
	Before Treatment	After Treatment
Students 1	55	60
Student 2	60	70
Student 3	50	55
Student 4	45	50
Student 5	55	65
Student 6	60	75
Student 7	40	50
Student 8	40	55
Student 9	50	55
Student 10	45	60
Student 11	50	55
Student 12	55	65
Student 13	60	70

Student 14	55	55
Student 15	45	60
Student 16	60	65
Student 17	55	60
Student 18	65	75
Student 19	55	60
Student 20	65	70
Student 21	50	55
Student 22	65	75
Student 23	50	65
Student 24	40	65
Student 25	35	55
Student 26	45	70
Student 27	55	60
Student 28	45	60
Student 29	50	70
Student 30	60	65

As can be seen from the table above, there were 30 students as sample in the control class. The researcher had gathered the data in form of scores (quantitative data). The scores were interpreted as the students' speaking ability before giving treatment (pre-test) and students' speaking ability after giving treatment (post-test). The treatment was teaching speaking by using Group Work technique.

After giving treatments for eight meetings, the researcher analyzed the data by calculating the average scores before and

after giving treatments. The result of pretest and posttest were compared to know the extent of students' speaking ability after they taught by using test.

#### **b. Experiment Class**

**Table IV.2**

#### **Students' Pretest and Posttest Scores of Speaking Ability**

##### **Test in Experimental Class**

<b>Students</b>	<b>Speaking Ability scores</b>	
	<b>BeforeTreatment</b>	<b>AfterTreatment</b>
Student 1	40	80
Student 2	50	75
Student 3	55	70
Student 4	45	65
Student 5	60	75
Student 6	45	80
Student 7	40	65
Student 8	45	75
Student 9	45	80
Student 10	50	70
Student 11	50	70
Student 12	60	75
Student 13	50	85
Student 14	65	70
Student 15	50	65
Student 16	45	85
Student 17	55	70

Student 18	55	85
Student 19	65	65
Student 20	60	75
Student 21	50	70
Student 22	60	80
Student 23	50	65
Student 24	40	60
Student 25	55	70
Student 26	60	75
Student 27	40	70
Student 28	55	60
Student 29	60	75
Student 30	50	75

As presented in table IV.2, the numbers of sample in experimental class were same as control class. The researcher had gathered the data in form of scores (quantitative data) from pretest and posttest. As mentioned before, the treatments that had been given to the experimental class were teaching speaking by using Group Work technique.

After knowing the extent of students' speaking ability after they taught by using test, next the researcher tried to know the extent can Group Work technique toward speaking ability. To do it, the researcher analyzed the data by calculating the average scores before and after giving treatments. Then the researcher showed the result in form of percentage. The following was the



result of students' speaking ability in experimental class. What can be inferred related to the improvement of both control and experimental class that is the extent of students' speaking ability in control class.

Then, in order to see significant difference between students who were taught by using Group Work Technique and who were taught conventional technique at the first year students of State Senior High School 2 Dumai, the researcher needed to test the hypothesis.

## **1. Data Analysis**

As mentioned before, in order to analyze whether the hypothesis is accepted or rejected, the researcher used t-Test formula. The data analysis of t-Test formula describes whether the hypothesis is accepted or rejected. If the t-calculated was the same or less the critical value of t-table, so the null hypothesis was accepted. However, if the value of the t-calculated was bigger than t-table, it means the alternative hypothesis was accepted.

To do that, in the beginning, the researcher strived to see any significant different on students' speaking ability between students' in experimental class and control class. As the result, the condition of the experimental class and control class before the treatments were given to the classes showed that there was no significant difference of result on

students' speaking ability. The data can be seen from the table below:

**Table IV.3**  
**The Description of Pretest Result**

Students	Class	
	Control	Experiment
Student 1	55	40
Student 2	60	50
Student 3	50	55
Student 4	45	45
Student 5	55	60
Student 6	60	45
Student 7	40	40
Student 8	40	45
Student 9	50	45
Student 10	45	50
Student 11	50	50
Student 12	55	60
Student 13	60	50
Student 14	55	65
Student 15	45	50
Student 16	60	45
Student 17	55	55
Student 18	65	55
Student 19	55	65
Student 20	65	60
Student 21	50	50
Student 22	65	60
Student 23	50	50

Student 24	40	40
Student 25	35	55
Student 26	45	60
Student 27	55	40
Student 28	45	55
Student 29	50	60
Student 30	60	50

From the data above, the researcher could analyze it in order to know the significant difference of students' speaking ability before giving the treatments. The following table is data description of posttest result:

**Table IV.4**

**The Description of Posttest result**

Students	Class	
	Control	Experimental
Student 1	60	80
Student 2	70	75
Student 3	55	70
Student 4	50	65
Student 5	65	75
Student 6	75	80
Student 7	50	65
Student 8	55	75
Student 9	55	80
Student 10	60	70
Student 11	55	70
Student 12	65	75

Student 13	70	85
Student 14	55	70
Student 15	60	65
Student 16	65	85
Student 17	60	70
Student 18	75	85
Student 19	60	65
Student 20	70	75
Student 21	55	70
Student 22	75	80
Student 23	65	65
Student 24	65	60
Student 25	55	70
Student 26	70	75
Student 27	60	70
Student 28	60	60
Student 29	70	75
Student 30	65	75

From the above data, the researcher could analyze it in order to know the significant difference of students' speaking ability after giving the treatments. As mentioned before, to consider the time that would spend in analyzing the data, the researcher used SPSS for windows. The following are the output of posttest.

**Table IV.5**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Group Work Technique	72.6667	30	6.91492	1.26249
	Conventional Tehnique	62.3333	30	7.27932	1.32902

From the data analysis, mean of Group Work Technique is 72, 67 and mean of conventional technique is 62, 33 for 30 students each strategy. The standard deviation of Group Work Technique is 6,91 and conventional technique is 7,27. standar error mean for Group Work strategy is 1,26 and for conventional technique is 1,32.

**Table IV.6**

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Group Work Technique & conventional tehniqe	30	.540	.002

From the data analysis, the correlation between Group Work Technique and conventional technique is 0,540 and significance is 0,02. It means that there is significant correlation between Group Work Technique and conventional technique.

**Table IV. 7**

### Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Group Work Technique & conventional technique	1.03333	6.81445	1.24414	7.78877	12.87789	8.306	29	.000

From the data analysis result above, the researcher could make interpretation to the null hypothesis. To see the significant difference on students' speaking ability between students who were taught by Group Work Technique and who were taught by using conventional technique at the first year students of State Senior High School 2 Dumai, mean of Group Work Technique and conventional technique is 1,03. Standard deviation is 6, 8. Standard error mean is 1, 24. The different lower is 7,7 and different upper is 12,8. The result of t-test is 8,30 with df is 29 and significance is 0,00. The writer could interpretation with comparing the  $t_0$  with  $t_t$  which df is 29. It was found in the t-table 5%= 2.05 and 1%=2.77 so the researcher could know  $t_0$  was bigger than  $t_t$ ; is that:

$$2.05 < 8.30 > 2.77$$

Because  $t_0$  was bigger than  $t_t$ , absolutely null hypothesis ( $H_0$ ) is rejected.

## 2. Hypothesis Testing

The following formula was T-table. It was employed to see a significant comparative between the mean score of both experimental and

control class. The T-obtained value was consulted with the value of t-Table as degree of freedom.

Statistically hypothesis:

$$H_0 = t_0 < t_{table}$$

$$H_a = t_a < t_{table}$$

Criteria of hypothesis:

1.  $H_0$  is an accepted if  $t_0 < t$  table. It can be said that there is no significant comparative on speaking ability between the students taught by using Group Work technique.
2.  $H_a$  is accepted if  $t_a < t$  table. It can be said that there is significant comparative on speaking ability between the students taught by using Group Work technique.

Because  $t_0$  was bigger than  $t$ , absolutely null hypothesis ( $H_0$ ) is rejected. It means that there is a significant comparative of result on students' speaking ability between teaching speaking by using Group Work technique and the one by using conventional technique. As conclusion, according to the result of the test, teaching speaking by using Group Work technique is effective toward speaking ability at the first year students of State Senior High School 2 Dumai.





## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis in chapter IV, the writer can conclude that:

1. Average score of student's speaking ability in learning English by using conventional technique is 62, 33.
2. Average score of student's speaking ability in learning English by using Group Work technique is 72, 66.

There is a significant comparative between Group Work technique and conventional technique. The difference of average score shows that using Group Work technique is better than conventional technique.

#### **B. Suggestion**

##### **1. Suggestion for the Teacher**

- a. The teacher should be creative in selecting the technique that can be used in English teaching, especially teaching speaking in order to make the students' speaking ability better.
- b. The teacher should have the ability to guide the students in order that the students have a great motivation in learning English.

- c. The teacher should give the students opportunities to share or to express their ideas or opinions in front of their friends.

## **2. Suggestion for the Students**

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should have discussion and sharing information with their friends about English to develop their speaking ability.
- c. The students should more often speak English than usually they learn English.
- d. The students should practice their English whenever they are.

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